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ABSTRACT

This paper examines formal arrangements to encourage successful mentoring partnerships. It asserts that the most effective way to provide access to a variety of mentoring relationships is through formal programs that have clear goals and outcomes. Four phases of a formal mentoring program include development, consolidation, sponsorship, and redefinition. This paper also describes three mentoring programs established within the last 2 years in Victoria (Australia) for educational managers and school principals: (1) the Eleanor Davis Project, which encourages and helps more women to become school principals; (2) the Principals in School Leadership program, which provides experienced principals with access to business or professional leaders; and (3) the Women in Management Program, which helps women move from middle-level management positions to senior-level public-sector positions. Despite individual differences, each program followed the usual pattern of establishment: establish program rationale and expectations; select a program coordinator; provide adequate financial and personnel resources; develop a program structure coherent with the State Professional Development Plan; clearly document program objectives and processes; implement procedures for monitoring, supervision, and evaluation; and refine procedures. (LMI)

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ED 366 113

TITLE: **MENTORING PARTNERSHIPS: KEYS TO LEADERSHIP SUCCESS FOR PRINCIPALS AND MANAGERS**

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Social and economic trends continue to compel corporations to seek diverse ways to make their organisations more effective. When planning human resource programs, in the context of organisational needs, corporations consider international trends which will heavily influence the achievement of successful outcomes.

Towards the year 2000 and beyond the search for innovative practices to stretch the potential of all workers within organisations will continue. It is necessary to do more with less. Restructuring, whether it be the pruning of large bureaucracies or the merging of several smaller business organisations, leaves many companies with a surfeit of senior executives. Their work roles have become redundant. At best they are urged to leave their corporations and quickly seek employment elsewhere. At worst their employment is terminated peremptorily. There are better ways of utilising their expertise.

Worldwide the workplace has changed, continues to change and the composition of the workforce along with it. Whether it be in third world countries, developing nations or highly industrialised environments women expect to be able to enter the workforce at a variety of levels appropriate to their qualifications. Many males, with similar or more extensive qualifications and experience, perceive this as an equitable situation which adds to the maturity of operations within organisations. Unfortunately others do not.

In Australia, despite the current economic recession, it is the expectation of the present generation of school leavers that every person irrespective of gender will be able to pursue a productive career. This is as much a personal development requirement as an economic imperative. What cannot be denied is that most people want to work because work is a definition of themselves as people.

Paradoxically, despite the current depressed economic situation internationally, there will be an intense labour shortage in essential areas of required expertise such as research science, innovative technology and electronic communications organisations where supply cannot hope to meet demand during the next decade. Therefore companies have to be proactive in providing support for their valued employees or they will leave and work elsewhere. Witness the situation in Japan where for the first time senior executives are beginning to question the premise on which they have placed their life's work. Their voices are certainly being heard and their workplaces are changing to accommodate their requirements. However the challenge is to ensure that the designated mission of each organisation is retained and achieved.

In addition, international corporations require their employees to work in various locations around the world. This means that workers have to adjust quickly, well and relatively often to new cultures, different operational methods and multi lingualism within the same organisation.

Modern organisations utilise a multiplicity of strategies to train workers to deal with these situations, particularly those people who demonstrate potential to occupy senior leadership roles. One of the most effective is one of the oldest instructional methods known to international society - the successful mentoring partnership.

Historically and traditionally a mentoring partnership is described as an **informal** process that links a senior, more experienced person, the mentor, with a less experienced, and usually chronologically younger person, the mentee, in professions, other organisations and almost any area of human endeavour. Mentors pass on skills, guide, counsel, provoke, entice, teach, constructively criticise and even reprimand at times. Their only reward is to

watch mentees develop their potential and to bask in the reflective glow of their successes. Mentees try to succeed, usually for themselves, and take pleasure in perceiving that they have pleased their mentors as well. Organisational goals are often not important or directly relevant.

When organisational goals are involved mentors provide mentees with inside information about the organisation, sponsor their ideas and abilities, help advance their careers more quickly, provide access to established networks and to persons who exercise power in decision making.

Today planned, **formal** mentoring relationships are part of the HRM strategies employed by many organisations. Their success is affected by organisational variables.

Formal mentoring programs train those with perceived potential for top positions. The goals of the organisation might be skills training, counselling or promotion but the success or the failure of programs with a mentoring component is judged by performance indicators and outcomes as they relate to the organisational objectives and strategic / operational plans of the corporations which they serve.

Therefore there is a real distinction between formal planned mentoring and informal traditional mentoring.

However, the essence of any successful mentoring relationship, informal or formal, can be recognised irrespective of where it occurs. A successful mentoring partnership is defined as a close relationship between two people where the mentor guides and assists the mentee to a level of personal and professional excellence not attained previously. The tangible aspects are easily observable - new skills learned, ideas exchanged, enhancement of personal performance and increased knowledge of a specific area of human endeavour. The intangible aspects are more difficult to perceive but they are noticeably felt because there is always a close emotional bonding between the participants which provides strength to the partnership structure in this essential relationship.

In formal mentoring partnerships outsiders observe personal behaviours between the mentoring pair that indicate a closeness and commonality of approach not usually observed in career relationships. It is a sad indictment of modern times that increasingly this closeness has unsavoury labels attached to it when in reality it is the most obvious sign of a lasting and true mentoring partnership which sustains and energises both participants.

In fact, the success of the mentoring relationship rests on the mutual excitement the mentor and mentee have about a particular field and the commonality of their own working and learning styles. In the most successful partnerships, participants achieve intellectual and creative growth with shared ideas acting as a stimulus for that growth.

Having a personal mentor has consistently been connected with success in a variety of human endeavours. The successful mentoring partnership in business teaches the mentee a variety of roles and how to compete; in the professions it underlines the necessity to network and make contacts who provide opportunities for advancement and in academia it develops discipline specific competence and awareness of the standards of professional behaviour. Additionally, development of individual creative ability has been noted to occur and become more apparent when a successful mentoring partnership has been pursued. (Haensly & Edlind,1986)

Education can provide for the improvement and effectiveness of its workforce and students by incorporating opportunities to be part of successful mentoring relationships from early

childhood to tertiary and beyond. It is widely acknowledged that those people who have had a successful mentoring relationship early in their lives know how to seek out similar relationships to help them negotiate and grow through times of change, personal development, professional advancement and career progressions.

Access to mentoring relationships needs to be provided. It is not enough to assume that all people have similar access to mentoring situations. They should be built into educational programs from the first available opportunity and extended through the normal life of all people, giving each person requisite experience of successful mentoring relationships and the ability to choose appropriate mentors in times of need. Also, it gives experienced people an opportunity to share their expertise with future generations and provides them with enhanced self esteem by having their skills respected by developing generations.

Although successful informal mentoring partnerships are the strongest and most enduring relationships **"such matches are difficult to achieve due to their capricious nature. Often suitable partners do not know of the existence of one another. There may be organisational barriers and impediments to their meeting with ease. Occasionally peer jealousy of such a relationship impedes the natural and easy growth that occurs in a close informal mentoring relationship."** (Matters,1993:53)

The most effective way to provide access to a variety of mentoring relationships is through formal mentoring programs which have firmly stated goals and outcomes. It is common to observe informal mentoring relationships emerge from such programs.

Organisations which foster a favourable environment for formal mentoring relationships and programs contain the following:

1. administrative support which creates an organisational climate in which staff members are motivated to develop their jobs through continued learning;
2. a budgetry commitment which provides resources to support staff development and the mentoring process;
3. the establishment of policies and procedures for carrying out these programs including planning, implementing, monitoring and evaluation;
4. an organisational staffing pattern which assures that staff with mentoring responsibilities are kept fully informed and involved in major program decisions. This enables program coordinators, mentors and mentees to design activities commensurate with achievement of desired outcomes;.
5. a recognition of the significance and inter relationship of professional development, personal development and mentoring as components of adult education.

Further, mentors are required to work with mentees and other HRM personnel in the development and evaluation of long term plans which make provision for

1. three to five year projections;
2. an annual review and updating of programs;
3. counselling and guidance regarding career development opportunities;
4. review, forecasting and approval of further mentoring programs.

It must be noted that for these career development plans to be successful an open organisational environment and career ladder opportunities are required.

All mentoring relationships encapsulate rhythms, stages and phases. During the different phases participants adopt roles appropriate to the development stages of their relationship thereby strengthening and honing their own personal and professional skills while tightening the bond of emotional closeness and reciprocity between themselves.

In formal programs these phases are commonly described as

Phase One: the **developmental** stage where the mentee is an observer of the mentor who is is initially and briefly presented as a role model. The mentee senses competence, power and accomplishment in the mentor. The mentor perceives promise, challenge and a chance to influence the future through the mentee. During initial shared activities there is excitement and affirmation. Usually this stage progresses quickly and well.

Phase Two: the **consolidation** phase where the mentor actively coaches and challenges the mentee. The mentor provide opportunities for the mentee to assume increased organisational responsibilities. The mentor's encouragement and protection lead to substantial growth of professional skills in the mentee while simultaneously strengthening self concept and the beginning of a new definition of self. The mentor derives benefit from the situation through the affirmation of the accuracy of judgment of the mentee's potential. Also, there are new ideas that have been learned from the mentee. The mentor's self esteem rises because satisfaction is derived from utilising the processes of generativity and the opportunity to bask in the reflective glow of the mentee's accomplishments.

Phase Three: the **sponsorship** stage. The mentee moves forward into areas where the mentor cannot follow. However, the mentor sponsors the mentee's new found abilities and provides opportunities to display them to influential others in organisations or professions.

Phase Four: the **redefinition** stage where there is an awareness of the mentor's deficiencies. There may be an open breach, an argument and / or rivalry. More commonly there is a redefinition of the relationship and the pair become colleagues, peers, friends and reciprocal mentors. (Appel & Trail,1986)

Formal mentoring programs follow similar patterns of implementation which include

1. senior management determination of the objectives for the program in the context of other organisational development strategies;
2. monitoring of policy, planning and outcomes by an executive committee;
3. appointment of a mentoring program coordinator to manage the program;
4. preparation of all materials and training manuals;
5. soliciting, involvement, recruitment and selection of mentors and mentees;
6. screening of participants and selection of mentor / mentee pairs;
7. training of participants;
8 implemention of program;
9. monitor, supervise, evaluate program including the provision of appropriate social and cultural activities;
10 complete evaluation and engage feedback loop;
11 forecast and plan future program/s.

Mentoring program coordinators, trainers and participants in mentoring relationships should have clear ideas about the roles of the mentor and the mentee and the personal characteristics and commitment necessary to promote and ensure an effective relationship.

There must be a climate of mutual acceptance between mentor and mentee. Also, the personal characteristics and behaviours of the mentoring pair can enhance or detract from the possible benefits to be derived from the partnership.

Crucial to the success of the mentoring relationship is the process of matching the mentor with the mentee. There must be consideration of age, gender, cultural similarities, geographical proximity of the mentor to the mentee, evidence of similar likes and hobbies,

career aspirations, the characteristics of the person the mentee was seeking and time available for meeting. The mentor must be old enough to have the experience necessary to be of benefit to the mentee. However too great a difference in age may result in a parent child relationship.

In organisations, it is critical that the mentor is a senior level manager who is not the mentee's immediate supervisor. Therefore the mentor is able to really **mentor**, that is to give advice rather than orders. This situation also permits a flexibility of style that would not be tolerated by colleagues in the normal workplace.

In professions, particularly tertiary institutions, it is desirable that the mentor is not the immediate supervisor of the student. Unfortunate cloning factors and over dependence on the mentor's attitudes, values and approval sometimes overshadow and suppress optimum development of a mentee student.

In the past there have been many references to the difficulty women experience in working with male mentors. Current research indicates that there is little variation in respect of gender or corporate philosophy but in the degree of participation in the relationship itself and the personalities of those involved. Oyer has suggested that social factors, values, attitudes beliefs are more critical than gender affinity.(Oyer in Appel & Trail,1986) Allemann claims that two variables discriminate between the differences in mentoring partnerships - the length of the relationship and experience with other mentors and mentees.(Alleman,1986)

However Darling's (1986) work provided an interesting key to gender preference in mentoring relationships currently being researched as part of a larger Australian investigation into mentoring partnerships in diverse organisations. (Matters,1994)

Darling asserts that most of us bond with an adult figure early in life, usually a parent. Due to different family circumstances this person may be a significant other eg. grandparent, guardian, carer. When this bonding occurs the younger person gains natural access to the wisdom of the tribe. The elder instinctively passes on knowledge, values and acceptable ways of behaving. If this occurs in an accepting, valueing environment, trust develops and respect is ingrained.(Darling,1986). Gender attachment often results from the influence of these significant people. For instance if such bonding is to a male although the younger person is a female (or vice versa) and the experience is warm, wise, caring and knowledgeable then later choices may be heavily influenced by this initial choice. In no way does this preclude that the younger person may relate very well to the parent and / or significant others of same gender - it is merely a circumstance of first, strongest and most enduring choice. After several successful mentoring partnerships with preferred gender mentors, mentees may feel confident to alter the choice of gender to suit the situation. If mentees achieve this maturity and understanding of their own motives in choosing mentors the common feature in their choice of mentor becomes the similarity of personalities, mannerisms and styles of these mentoring figures to one another.(Matters,1994; Darling, 1986)

Various mentor types are easily recognisable in mentoring partnerships. There is the traditional mentor, the elder, usually eight to ten years older than the mentee who occupies a respected and senior role within a profession, community or field of endeavour. Internationally, this type of mentor is the most common, well respected and deemed to exemplify the essence of the ideal mentor. Australians strongly agree with this premise.

North Americans, including Canadians, provide evidence of stepahead mentors, similar to older siblings, who provide constructive advice and support to mentees because often they

have just completed the same professional trail themselves. Then there is the co mentor or peer travelling the same route at the same time. Americans consistently refer to spouse mentors and occasionally to the concept of toxic mentoring.(Darling,1986)

Australians have difficulty relating to the latter three mentor types. The concept of mentor in Australia relates strongly to the definition of a usually older but always more experienced person guiding and teaching a usually younger but always less experienced person. If the chronological age difference is minimal (less than two years) aspects of competition, wariness and lack of confidence on the part of the mentee become evident.

Spouse mentors are perceived by outside observers as somehow offering an unfair advantage to the mentee while the mentee in this situation, in Australia, feels that it is an open declaration there is something wrong with the marital relationship because it denies the equitable and complementary aspects of emotional and cognitive transference expected between spousal partners.

No evidence of toxic mentoring could be found. Mentoring partnerships tend to break down immediately if the mentor or the mentee exhibit overtly self serving behaviours. Negative relationships containing intellectual duress are not perceived as mentoring relationships by Australians.

In successful formal mentoring partnerships the mentor must be

1. willing to invest time and energy in a relationship which sometimes causes interruptions to the mentor's work;
2. in a position of power in order to make the contacts and present opportunities that will permit the mentee to explore and experiment with ideas that are being developed;
3. non evaluative, positive, accepting and caring about the personal growth and development of the mentee, putting aside private reservations.thus ensuring that the openness of the relationship permits it to be extended and become successful.

In addition, the mentor needs to have outstanding knowledge of a particular field of endeavour and obvious skills and expertise in that domain.

A professional relationship is developed into a successful mentoring relationship by the use of enthusiasm which is sincere, convincing and credible and easily conveyed to the mentee. There must be clear communication not only of knowledge but also attitudes, values and ethical standards. The mentor must provide excellent communication of sensitive feedback regarding the mentee's progress in competences and professional behaviour. Also flexibility, a sense of humour and a restrained sense of guidance must be in evidence.(Haensly,1986) The mentor is there but not apparent. The mentee feels independent but is aware of the mentor's supportive, catalytic presence.

Therefore the mentor teaches, guides, advises, counsels, sponsors, acts as role model, validates actions, motivates, protects and communicates. In turn the mentor receives immediate and lasting benefits from the successful mentoring relationship. The mentor

1. helps the mentee work towards professional and sometimes personal goals and derives satisfaction from involvement with a future generation;
2. derives increased self esteem from a lasting adult relationship built on respect and appreciation of past efforts of the mentor by the mentee;
3. gains pleasure from observing the mentee advance in the organisation / profession;

4. shares knowledge and information with the mentee concerning the work environment;
5. recognises the mentees contribution towards team building which simultaneously achieves the satisfaction of organisational, professional and personal goals.(Haensly,1986)

In modern mentoring relationships, mentees need to have enthusiasm and precise matching of interest to the mentors areas of expertise They should participate in active ongoing study and involvement in their preferred interest area. Mentees need to be open minded, objective and possess non defensive attitudes. Attributes of insightfulness about self and others and a generous sense of humour are essential. Mentees need to be able to initiate many well planned projects to extend their knowledge of their own preferred area of expertise and to possess the determination to realise their full intellectual and personal potential. Sometimes these activities will be as a result of the mentor's guidance but more often they will be self generated. The mentor advises and counsels on projects.

The mentee must possess the requisite maturity to assume responsibility for carrying out the mentor's suggestions coupled with intelligence, ambition, desire and ability to accept power and risk.

In organisations, the obvious capacity to perform the mentor's job is perceived by others in the mentee's attitude to loyalty, similar perceptions of work and the organisation, commitment to the organisation, organisational know how, positive perception of the mentee by the organisation and ability to establish alliances. (Haensly,1986)

Mentees need to be able to develop realistic expectations of what to look for in a mentor while determining if there will be an easy and comfortable matching of personalities between partners.

Some evaluative questions that might be asked by the mentee include
is is the mentor good at what s/he does?
is the mentor getting support?
how does the organisation judge the mentor?
is the mentor a good motivator?
what are my needs and goals?
what are the needs and goals of the prospective mentor?
how powerful is the mentor?
is the mentor secure in her/his own position? (Zey in Appel and Trail,1986)

The conversations, communications and interactions which takes place during successful mentoring partnerships appear to be the keys to the change processes which occur. The basic elements of social interaction -content, interpretation, emotion, transference,and selection of relationships are present. Adults interacting with one another encourage uninhibited participation which is crucial to adult learners. Successful mentoring pairs pay attention to good communication processes such as observation, perception, encoding, transmission and reception, decoding and further perception. They explore the importance of listening skills - silence, acceptance, clarifying, facilitating data and modeling practice, active listening skills and role playing situations related to resistance and other difficulties. In formal programs there is presentation of theory, modeling or demonstration practice, structured feedback and coaching for application is provided through readings.

Teacher change and development can be assisted by providing access to well planned mentoring experiences. Teachers learn in the ways that other adults learn, namely when

learning is self directed, experiential, problem centred, occupationally related.and it provides for professional and personal growth within a supportive environment.

Also the social realities of actual teaching must be considered. In the context of each teaching day, in every educational setting, there are regular and acknowledged repetitions, rhythms, rules, interactions and feelings attached to teaching and learning processes.

It has been noted that teacher education programs lack a unifying epistemology. The major emphasis is often on the mastery of a narrow range of techniques and / or quasi research oriented facts. Teacher education straddles two worlds that are entirely different - the universities and the schools. The former is voluntary, theoretical and reflective in nature; the latter is mandatory, practical and action oriented.
Zeichner describes four different orientations in teacher education:

1. a **behaviouristic** orientation with places an emphasis on mastery of specific observable teaching skills and behaviours;
2. a **traditional craft** orientation with its emphasis on wisdom and experience of the master teacher;
3. a **personalistic** orientation with its emphasis on learners as active agents and on personal development;
4. an **inquiry** orientation with its emphasis upon reflection and critical inquiry. (Zeichner in Kortewag,1986)

In Australia teacher education has moved from an undue emphasis on the behaviouristic orientation to inclusions of many aspects of the personalistic and inquiry orientations. Some critics would say that Australian teacher education has moved too far towards the self determining student orientation, particularly in Victoria where the Year 12 Victorian Certificate of Education has had to endure a fiery baptism.

To ensure that necessary balance of perspectives is achieved and that the professional development needs of practising teachers, principals and system administrators are met, the Directorate of School Education, Victoria (DSE) has initiated several mentoring programs.

Generally senior management committees in the DSE acknowledged what was known concerning formal, planned, successful, mentoring experiences. Specifically, that mentoring is a dynamic relationship with internal patterns and rhythms. It is also reciprocal, where each party stimulates the growth of the other. It is a relationship which occurs within the context of other facets of life - family, colleagues and institutions. Values, attitudes and ethics add colour and variety to the texture of the experience.

Each coordinating program committee felt it important to focus on time for reflection on what has been learnt, felt and experienced in the mentoring partnership. It is a process of moving away from problems and situations and viewing them from different angles, employing the use of intuitive and tacit knowledge as well as intellectual capacity.

Consultant advice demonstrated that a successful mentoring relationship is a context for the transformation of each participant's life. The mentor acts as the catalyst, drawing forth capacities already existing but which may not have been recognised by the mentee. Research is currently being concluded which focuses, in part, on the degree to which individual participants can be affected or changed by a deep personal relationship which manages to be highly professional at the same time. (Matters,1994)

Personal transformations of participants in successful mentoring partnerships cause radical changes to mentors and mentees, particularly the latter, which affect every aspect of their lives thereafter. Educators are not trained to think that the primary task of education is the

transformation of a human life. Why would they consider that a successful mentoring partnership transforms their own? Yet recently collated data indicates that it does - irrevocably. (Matters,1994)

Let us examine three new mentoring programs established within the last two years in Victoria to provide assistance to managers in education and school principals. Each program was initiated to meet a perceived organisational need within the Directorate of School Education (DSE), Victoria.

The Eleanor Davis Project was implemented to encourage and assist more women to become school principals.

The Principal in School Leadership program was initiated to provide experienced principals with access to business or professional leader mentors who could provide knowledge concerning highly specific, advanced leadership skills.

The Women in Management Program was initiated to encourage more women to move from middle level system manager positions to senior level public sector positions.

Each program will continue during 1994.

Although each program followed the usual pattern of establishment and implementation of a formal mentoring program detailed below

1. establishment of program rationale and projected outcomes;
2. selection of a program coordinator responsible to an executive planning committee;
3. adequate resourcing - both financial and personnel;
4. evidence of a program structure coherent with the State Professional Development Plan for DSE personnel;
5. clear documentation of program objectives and processes including the selection of mentoring pairs, matching processes, training;
6. implementation of monitoring, supervision and evaluation procedures;
7. refinement / amendment of procedures and forecasting for future programs 1994-1996.

individual strengths and weaknesses of each program and its participants emerged from the outset.

It must be noted that the success of these programs hinged on the excellent management skills utilised by the program coordinators. Their willingness to follow criteria as determined, excellent planning and organisational capacities, common sense approaches and appropriate flexibility of interpersonal styles ensured that problems were dealt with efficiently and sensitively. The leadership skills of the coordinators in these programs has drawn appreciative comments from many mentors and mentees.

One distinctive feature of each program has been selected for examination and discussion.

ELEANOR DAVIS PROJECT

Program Profile:

Aim:	to assist more women to become school principals
Mentoring Partnerships:	12 participants in each round three primary principals and mentees three secondary principals and mentees
Duration:	one fortnight consecutively (ten working days)

Selection:	Expression of interest
Specific Criteria:	Women participants only
Coordinator:	Equal Opportunity Project Officer and member Statewide Equal Employment Opportunity Committee

The Eleanor Davis Project was initiated to provide women with mentoring experiences that woud assist them to become school principals.

Eleanor Davis had been an exemplary woman principal in the working class western suburbs of Melbourne during the 70'and 80's where she was respected by students, peers, colleagues and parents. In appreciation of her work, as a tribute to her long involvement with the teaching profession and her unrelenting advocacy of the rights of women teachers, the project was dedicated to her memory.

The executive planning committee decided that the project would involve women only, both as mentors and mentees. After advertisement for participants, appropriate matches had been made and attendance at a one day training seminar, the mentoring relationship was expected to last for one fortnight. Each mentor was an experienced woman principal, each mentee an aspirant to a principal position. Mentees were expected to shadow mentors at work and participate in the daily routine as appropriate. Some mentees kept detailed journals for reference. Many mentors and mentees commented that the discussions at the end of the day proved to be most fruitful in terms of learning from one another, teaching new skills and forming collegiate bonds. Time to do these things is not available during normal school working hours or later in the evening when myriad committee meetings and other educational functions must be attended.

Several mentees commented on the value of the validation of what was already known. The fact that schools do have certain similarities and that teachers need not be afraid of moving to new environments as principals and suddenly finding themselves in worlds alien to all that had preceded them.

Further, mentees commented on the amount of assistance given by experienced principal mentors in terms of explicit coaching in role expertise, the overt display of the constancy of activities in which principals are engaged and the hidden quality of that constancy. The wider community and other staff often do not understand what a principal really does.

Out of these experiences arose requests and comments related to the necessity for participants, both mentors and mentees, to be able to further upgrade their skills outside their own schools in specially designed professional development programs which included different types of mentoring experiences or continuations of the partnerships they had enjoyed. It was suggested that these address strategies useful to women who encountered barriers to their advancement and / or who wished to develop their careers further.

Members of the executive planning committee had considerable experience with Equal Opportunity legislation and implementations in the teaching service. They agreed that many women had a need for mentors particularly when they were considering selection as school principals. They acknowledged publicly that women often have to contend with a unique set of potential barriers to their careers, including the juggling of multiple roles in private and professional lives and external expectations that they will be able to pursue and be seen to pursue traditional gender roles. Some women expect these things of themselves. In addition, women in the teaching service had experienced a lack of articulated career planning and diminished, in some cases almost non existent, access to the power structures that exist within its related system structure.

The Eleanor Davis Project had to cope with a scarcity of women mentors. Fortunately the north west region of Melbourne had been proactive in urging women to assume principal positions and the organising committee decided that by constraining the project to a small number of pairs in the pilot stage they would be able to provide quality mentors to quality mentees. Evaluations from the pilot project verify their confidence. The mentoring partnerships were excellent.

The unexpected finding that the project did uncover was a feature that has been commonly experienced and researched in other feminised professions but is usually not formally noticed in teaching. Past research into nursing roles has outlined an observed powerlessness in nursing professionals due to situational constraints such as gender stereotyping and dominance by a predominantly male medical profession. This has led to feelings of low self esteem and devaluation of nurse's work and talents and in response there has been a competitiveness and lack of mutual support among members of this profession. This lack of opportunity affects individuals' behaviour. They often become resentful and withdrawn. This in turn affects how nurse managers treat younger people when they are in the role of models or mentors. They may be very negative. Role models who are unwilling to take risks may actually inhibit women's advancement because they influence mentees to adopt powerless, token, relatively low paying jobs. Behaviours that keep people at the bottom of the career ladder are modeled rather than those that promote the appropriate recognition, advancement, remuneration and leadership qualities that nursing requires.(Vance,1986) The nursing profession has taken control of its own agenda in recent years and career paths for its members have been clearly delineated in parity with those of other health professionals. However the point is well made. Some women in feminised professions can actually be held back by the low expectations of some women. The answer is improved professional development activities for all.

During the recently completed round of the Eleanor Davis project these factors were included in training sessions. Mentor participants in the project commented on the value of sharing ideas with someone each day, particularly someone who was an outsider to their schools, the reflection that occurred concerning their management and leadership styles as perceived by the mentee, the realisation of the constancy and diversity of the teaching day and the principal's role within it. Areas of surprise which provided great pleasure to the mentors were found in the ability to relate closely to another colleague within a short space of time, the common threads that weave through the teaching profession that assisted such easy compatibility and the validation that this type of project was successful and useful.

Most participants commented that the major negative of the project was the brevity of time allowed for their mentoring partnership.

Mentees derived benefit from the widening of their professional networks and learning first hand aspects of the principals role eg. support, conflict resolution and career path planning that often remain hidden within the context of the normal teaching routine within their own schools. Most felt that they would be inclined to ask more questions within their own work environments yet all commented on the confidentiality aspect of the mentoring partnership in terms of the protection it afforded participants when they were exploring sensitive or previously untouched areas of professional development.

In addition to the comments that two weeks was too short to establish a meaningful mentoring partnership, there were several comments from external observers concerning the perceived political nature of the selections. These comments were not validated by the participants. Several requests were received from prospective applicants to the project concerning selection criteria. The executive planning committee agreed that the stated criteria needed to be more explicit and this has been revised for 1994.

However the overwhelming response to the project from the teaching service has been one of support. The planning committee advise that they now have to convince system management to include this project permanently within the five year State Strategic Development Plan to ensure that resources are consistently available.

PRINCIPALS IN SCHOOL LEADERSHIP PROGRAM

Program Profile

Aim:	to provide experienced principals with access to outstandingly successful leaders in other professions and business
Mentoring Partnerships:	three experienced principals and their mentors
Duration:	unlimited but minimum expectation is one year commitment
Selection:	Coordinator
Specific Criteria:	Demonstrated interest in implementing Total Quality Management procedures in school settings
Coordinator:	Assistant General Manager DSE

The kind of principal a school has **does** make a difference. However knowing this does not produce an effective principal. Internationally there are few, if any, programmes designed to educate and train principals to perform at specified levels in specified tasks although educational administration faculties will often point to the efficacy of various courses. Principals have reached their positions by being very good teachers with a flair for administrative and managerial ability. They have relied on common sense, intuition, classroom practice, staff relationships and their knowledge of principal models that they work with, have read about or know of. (Eng,1986)

A DSE assistant general manager perceived that the work he was conducting in Total Quality Management principles related directly to school improvement and effectiveness but principals were not keen to convert the theory into practice, tending to shrug off his suggestions with "There's no time to do that during a teaching day!" "How can you benchmark a kid's mind?" However, he had noticed that many excellent, experienced principals had achieved considerable success in moving their schools along the track to becoming peak teaching and learning instutions and were looking for skilled advice in highly specific areas relevant to their own activities. He realised that he needed to pair the potential of these principals with experts in fields external to education. The idea of the Principals in School Leadership Mentoring Program was born.

His first successful matched mentoring partnership involved a principal who was turning a run down, low status school into a competitive, select entry secondary college. It was obvious that his strong, militant involvement on behalf of teachers was interfering with his excellent entrepreneurial skills. When he was matched with an experienced senior manager in business who had expertise in negotiated approaches to industrial agreesments between the workplace and management, he mapped out the skills he would like to learn. In return, the mentor added suggestions and devised a plan to allow for regular comment and interaction in his workplace, away from the supportive but inquisitive eyes of the principal's staff. The coordinator played an active role in the partnership because he regularly added his perspective of what was necessary to turn an excellent principal into a truly outstanding one.

The mentee commented on the need to examine his own beliefs, ethics and code of practice in teaching as opposed to the entrepreneurial and business skills he wished to utilise. Having the mentor as a sounding board provided him with the space, detachment and

reflective time he needed. He remarked on the difficulty this caused for him intellectually and emotionally yet he was aware that his attitudes were changing. He has not relinquished the ideals he possesses but he has refined some of his methods to serve his current environment and to shape his school to fit Australia's future.

His mentor commented on the narrowness of experience that had been offered to the mentee on his pathway to the principal's chair and suggested that aspirant principals be given opportunities throughout their career paths to work in a variety of settings that are not tied to education. The coordinator is satisfied that both participants are learning and teaching one another aspects of Total Quality Management principles from different sides of the same focus.

The outcome for the educational community has been that there are more outsiders welcome into the school and staff members have observed a change in their principal - he is even more proactive in his determination to provide his students with a quality education. Also he searches for willing partners in his school development project from previously untapped sources such as private business and parent professionals.

There is no time limit to the length of this mentoring partnership nor is there a requirement to detail the more personal aspects of the relationship. However, at the end of each three month period both participants revise the goals, aims and objectives of the project and evaluate their progress and submit it to the coordinator. Already their comments are informing practice for experienced principals so system management has made the decision to extend the scope of this program in 1994.

WOMEN IN LEADERSHIP

Program Profile

Aim:	to assist system level middle managers in the teaching service or the public service to seek promotion to senior level management in the public sector
Mentoring Partnerships:	six pairs ten women two men
Duration:	Initially ten working days by negotiation
Selection:	Expression of interest
Specific Criteria:	All mentees must be women
Coordinator:	Project Manager within the Management Development Unit

The Public Service Women had conducted a successful mentoring program in 1989 which enabled several Public Service Women to enter more senior positions after assistance from mentors. It was perceived then, and underlined by the use of data collected in 1992, that women within the Public and Teaching Service in the system component of the Directorate of School Education were clustered at levels slightly lower than middle management. In 1993 it was decide to focus on women who had achieved middle management roles and assist them to enter the very senior ranks of the Public Service. At that time there were three female general managers in the service. In 1994 there are none. The program coordinator was selected by the EEO committee responsible for managing the project. They decided to match only women in the first round to be offered in late 1993 as had been done in the past. The coordinator was dismayed to find that there was a lack of applicants. It was discovered that the program had not been advertised in some sections of the organisation. A consultant to the program noted that the women only restriction created problems for some senior women mentees as not one woman was a general manager in the DSE after March 1993. Heeding consultancy advice, the coordinator then permitted some applicants to name their mentor choice and she agreed to approach the nominees as an intermediary.

The program flourished. Six partnerships were chosen for the pilot project -four female pairs and two cross gender. Training sessions were conducted. The mentoring partnerships were expected to encompass ten individual work days altogether. These could be taken consecutively although it was considered highly unlikely that either mentors or mentees would be able to do so in the context of the work requirements of a large system which had to be met at the same time as participating in the project. General Managers for each division were requested to allow successful applicants to participate. At first one general manager did not permit a successful applicant in his division to participate. The program coordinator skilfully negotiated her participation at a later date.

After expressions of interest were sought, pairs were selected and placed together. Most mentee participants commented on the advantages of being able to share comments with another woman in what is essentially a male dominated organisation at the more senior levels. Younger mentees commented on the benefits of feeling less isolated within a huge, competitive bureaucracy and learnt more of the politics of their organisation during a period of great change. The two mentee participants who chose their own mentors commented on the fact that they did not have a preference for male mentors but both realised that there were no women at that level to teach them the aspects of the organisation they considered important. Also both women commented that they knew what their mentors had to offer and having solid experience in specific areas themselves it was important to make good use of the time allocated to them.

All participants commented on the benefits of access to senior networks and the encouragement to participate in senior seminars and conferences. Also the attitude of senior management was benign and overtly supportive. Mentees found that they were welcome in meetings, discussions and international forums where previously they may have felt out of place. There was a mixture of the social with the professional which encouraged half of the mentoring pairs to opt to continue the relationship as informal mentoring partnerships after the conclusion of the formal mentoring period.

One pair felt that they had been mismatched. They took the unusual step of discussing it with one another. Then, with the coordinator's assistance, they defined exactly what they felt was unsuitable about their match. At this stage the coordinator offered to rematch them with other partners. However, both mentor and mentee stated that it was more than likely that they would be required to work together at some stage in the future and elected to discuss their proposed relationship in terms of their own professional needs. They had several short discussions together during coffee breaks and opted to participate in a professional mentoring relationship during the first two months of 1994. They have just commenced. The prognosis for their mentoring partnership is extremely good. Both have commented on the fact that discussions of their expectations have clarified their professional and personal needs in relation to organisational goals and their work roles.

In another partnership, the mentor was unexpectedly absent for several weeks. He had already adopted an excellent strategy of offering his mentee an opportunity to be involved in a short term project that would be completed during the mentoring time so that he could assess work performance and other factors that he had negotiated with the mentee eg, steps to senior promotion, extensive use of networks, positioning for corporate attention in addition to the professional aspects of policy, finance and strategic planning.

During his absence he provided the mentee with a series of indirect mentoring opportunities. Indirect mentoring occurs when experts or others at the same or more senior levels than the mentor provide assistance to the mentee for short term periods in order to teach specific advanced skills. (Gray,1986) The mentor had discussed activities that should be pursued with each of three indirect mentors. They coached the mentee in specified

advanced skills including large scale strategic planning. The mentee noted that the most senior person in the Directorate provided collegiate support at an educational forum she was conducting as a result of this indirect mentoring procedure.

This mentor demanded a variety of skills to be displayed by the mentee during the mentoring relationship and provided structured sessions for reflection. At the conclusion of the allocated mentoring period he offered informal mentoring assistance to his mentee. She agreed.

The other male mentor involved in the project planned a series of skills training sessions with his mentee and again suggested sessions that included displays of performance. The mentee commented that she felt that she was learning valuable workplace strategies each time they met without her colleagues feeling that she was being given special or preferential attention.

Both male mentors used the device of indirect mentoring when they perceived that to take their mentees with them would have interfered with the politics of the organisation or provoked comments involving perceived preferential treatment. Both mentors clearly stated these comments would have been made irrespective of the gender of the mentees.

Female mentors were more inclined to negotiate advanced coaching skills with their mentees which included extensive reading and discussions of career exploration and advancement.

This project has become so successful that there is a waiting list for the next round!

In conclusion let's consider the real importance of successful mentoring relationships.

Mentoring events are those happenings that stand out, that are not part of the regular flow of life but are formative in some significant ways. They are occurrences which have a meaningful impact on our lives. That we learn from, grow as a result of and that change our feelings about ourselves ...
(Darling,1986:4)

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